Safety Planning for Crisis Responders

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Goals and Objectives

- To be able to understand the importance of safety planning
- To be able to understand and discuss the difference between safety planning and safety contracting
- To be able to complete the safety plan document with families and key players
- To be able to create interventions for the individual and supports to use for managing future crises, preventing crises and for the long term
- To be able to identify barriers to a safety plan

Safety Planning

- Purpose and Importance of Safety Planning
  - Safety planning vs safety contracting
- How to's
  - Introduction/Presentation of the Safety Plan- how and when we present the safety planning process may impact the family's alignment with the process.
  - Participants- How can we include people who are present as well as those who aren't face to face?
    - In person- complete the document with them, allow them to guide the information put on the plan
    - Via Phone- use speaker phone, read the plan to them, mail them a copy, etc.
  - Right Time to complete the safety plan
    - Throughout assessment or at the end of the assessment?

Referral Issue

- Referral Issue / Behavior you want to change or prevent
  - Behavior called to assess
  - Behavior that the family/support system views as most important
  - Behavior that is most dangerous or detrimental
  - Risk and Severity

Possible Reasons for the Behavior

- Circumstances that could be causing or exacerbating the crisis behavior

- Key player's reports for why the behavior is occurring.

- Discussion of primary reasons for the behavior, can there be intervention in the moment and how can it provide the "biggest bang of effectiveness"

- What to do with the other important drivers that can't be dealt with in a crisis assessment

Preventing Another Crisis

- The actions that can be taken on a daily/weekly basis to practice new skills to prevent a crisis from occurring in the future
  - Systemic
    - Individualized interventions
    - Interventions for the caregivers in the home
    - Interventions for other adult siblings/supports in the home
    - Interventions for key players in other systems (community, school, etc)
  - Specific roles assigned
  - Specific time identified for when the interventions will be completed
  - Action oriented
  - Measurable
  - Directly linked to the prioritized drivers noted on the safety plan

Signs of Crisis

- Signs and Symptoms
  - Appearance of the patient

  - Before the crisis occurs

  - During the crisis situation

  - After the crisis has de-escalated

Managing A Crisis that is Occurring

- Include actions that can be taken in the moment that a crisis is actually occurring (ie: patient displays the referral issue again)
  - Empower the caregiver/ primary support person to manage the crisis in their home using their skills and informal supports.
  - What can the caregiver/ primary support person to do quickly to stop or reduce the behavior?
  - How can a crisis situation be evaluated quickly?
  - Who can be called to help?
  - Who or what needs to be removed from the crisis site (younger children, pets, possible weapons, etc.)?
  - What additional supervision needs to be provided while the patient is in crisis?

Techniques to Avoid

- What has escalated the patient in the past?

- When the patient is escalated, what actions/words make the situation worse?

- What are the buttons that a caregiver/ primary support person can push with the patient?

- What are the buttons that a patient can push with the caregiver/ primary support person that could hinder effective intervention?

Key People and Ways they Can Help

- Include actions that can be taken on a daily/weekly basis to practice new skills to prevent a crisis from occurring in the future (ie: intervention linked to prioritized driver) or to support the family in an area of need (supervision, safety planning).
- Systemic
  - Therapeutic providers
  - Neighbors/community members
  - Positive peers
  - Extended family members
- Specific Roles Assigned
- Specific Times (if possible)
- Action Oriented & Measureable

Supervision

- Supervision with Different Populations:
- Children and Youth
    - Use of additional support persons outside of the home/family system
    - When/Where/How
    - Challenges to Supervision
- Adults
    - Use of additional support persons outside of the home/family system
    - When/Where/How
    - Challenges to Supervision
- How is the patient <u>realistically</u> going to be supervised
    - Frequency of checks
    - When shaving or using sharps
    - When taking medication

Safety Sweep

- What locations need to be considered for safety sweep
- What items need to be secured in the home
    - Based on the type of the behavior
    - Based on the severity of the behavior
- Who will be responsible for removing/securing the items determined unsafe
    - Specific assignment
- When will the items be secured
    - Before the patient returns to the home
    - Face to face safety sweep with the responder
- How will the safety sweep be maintained in the future

Barriers

- Low Engagement and Alignment with the safety planning process
- Transportation
- Access to appointments/insurance barriers
- Lack of formal/informal supports
- Communication between key players
- Change of placement/low commitment to the patient
- Knowledge of available resources
- Rethinking a disposition….

Long Term Stability/Clinical Follow Up

- Plans for Long Term Stability
  - Interventions related to referrals/appointments that need to be made
  - Actions that need to be taken in the next 24 hours to get the safety plan going
  - Action Oriented and Measureable
- Clinical Follow up
  - What specifically will be done in the next 24 hours
    - Patient /family
    - Key Players including crisis
    - Referrals
- Signatures
  - Participants in the assessment
  - Refusal to sign the plan

Principles of Creating Interventions

- Identify the sequences that occur prior to the crisis
- If the youth has recently been assessed, identify what the barriers to effectiveness were with the initial safety plan and build from there
- Connect the interventions in every section to the drivers identified
- Use support systems in each section
- Create interventions that are used in the moment and action oriented
- Evaluate developmentally appropriate interventions
- Find ways for the interventions to be used daily or weekly for practice
- Remember that interventions need to be measureable